



A-LEVEL German

7662/1 - Paper 1 Listening, Reading and Writing
Mark scheme

June 2018

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
01	B D G J M	5	Accept in any order

Qu	Accept	Mark	Reject
02.1	2 from 3 um mit Gleichaltrigen/anderen Jugendlichen zu kommunizieren (1) Sie besprechen/sprechen über Ereignisse / was in der Schule passiert (ist). (1) sie planen / organisieren die (nächsten) Treffen. (1)	2	If the word Gleichaltrigen is used, it must be spelled correctly, but tolerate incorrect ending.

Qu	Accept	Mark	Reject
02.2	Sie ergänzen die Erfahrungen in der Schule/Familie / was in der Schule/Familie passiert (ist). OR Sie können (abseits der Erwachsenenwelt) ihre Persönlichkeit formen/entwickeln.	1	

Qu	Accept	Mark	Reject
02.3	Mit Freunden zu kommunizieren, zu denen man selten/kaum Kontakt hat/die man selten/kaum sieht.	1	

Qu	Accept	Mark	Reject
02.4	drei Viertel/75% der 13-17-Jährigen / die meisten Jugendlichen	1	If numbers are given, they must be correct.
	treffen sich/Freunde häufig/oft (persönlich).	1	

Qu	Accept	Mark	Reject
02.5	(Es wird wahrscheinlich) mehr Kommunikation über das Internet / Smartphones / Whatsapp (geben).	1	Incorrect information about texting e.g. Es wird mehr gesimst invalidates the response. Tolerate present tense.

Qu	Accept	Mark	Notes
03.1	Sie zog nach Berlin (knapp) einen Monat nach ihrem ersten Besuch. / Sie kam kurz nach ihrem ersten Besuch.	1	

Qu	Accept	Mark	Notes
03.2	(viel) Platz / das Grün	1	Reject viele Plätze (without grün)
	die Lebendigkeit / (es war/ist) viel los	1	
	die Offenheit (der Berliner für neue Ideen und verschiedene Lebensweisen)	1	

Qu	Accept	Mark	Notes
03.3	Man wird nicht beurteilt, wenn man (ein bisschen) anders ist. / Man kann anders sein. / Es gibt keine Vorurteile. / Es gibt (mehr) Toleranz.	1	Reject Man ist anders. Tolerate verurteilt.
	Sie fühlt sich sicher (nachts) in der U-Bahn.	1	

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Accept (key idea underlined)	Mark	Notes
04	Bullet 1: Es wird <u>keine weiteren Austritte</u> geben. / <u>Andere EU-Staaten</u> werden die EU <u>nicht verlassen</u> . (1) Die <u>Staaten wollen/planen die EU für</u> die gemeinsame <u>Zukunft fit (zu) machen</u> . (1) Die <u>Staaten wollen Zusammengehörigkeit</u> zeigen. (1)	3	
	Bullet 2: Europa ist ein <u>Friedensprojekt</u> . / Um <u>Krieg(e)</u> zu <u>beenden/verhindern</u> . (1) Wegen <u>Globalisierung</u> . / Wegen <u>Konkurrenz mit Ländern wie China und Indien</u> . (1)	2	If Frieden is used, it must be spelled correctly.
	Bullet 3: <u>Europa hat immer Lösungen/Kompromisse gefunden</u> . / <u>Europa hat Schwierigkeiten bewältigt</u> . (1) <u>Die europäische Idee ist nicht bedroht</u> . / <u>Die europäische Idee ist (noch) stark</u> . (1)	2	Tolerate Die Idee der EU...

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Example

Text includes '...obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden.'

Summary task includes the bullet point 'die Folgen für Kinder, die zu viel fernsehen'.

Correct answer is 'Sie hatten ein höheres Risiko, später (als Erwachsene) aggressiv(er) zu werden' or, to demonstrate successful manipulation, 'Sie könnten im späteren Leben aggressiver werden'.

Student writes in response to that bullet point 'Obwohl diese Kinder ein höheres Risiko hatten, später als Erwachsene aggressiver zu werden'.

No credit for AO1 because the response does not match the phrasing of the bullet point – the use of 'obwohl' is inappropriate. (Also no credit for AO3 because of lifting).
 Serious errors are defined as those which affect communication.

Minor errors include:

incorrect spellings (unless the meaning is changed);
 misuse of lower case and capital letters;
 incorrect gender (unless the meaning is changed);
 incorrect adjectival endings.

Serious errors include:

incorrect verb forms;
 incorrect word order in main and subordinate clauses;
 incorrect case endings, including pronouns.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Section B**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Notes
05.1	NA	1	

Qu	Accept	Mark	Notes
05.2	R	1	

Qu	Accept	Mark	Notes
05.3	F	1	

Qu	Accept	Mark	Notes
05.4	F	1	

Qu	Accept	Mark	Notes
05.5	NA	1	

Qu	Accept	Mark	Notes
05.6	R	1	

Qu	Accept	Mark	Notes
05.7	R	1	

Qu	Accept	Mark	Notes
05.8	F	1	

Qu	Accept	Mark	Notes
05.9	NA	1	

Qu	Accept	Mark	Notes
06.1	Sie trennte Deutsche von Deutschen/voneinander. / Sie hatte ... getrennt. / Sie teilte die deutsche Bevölkerung.	1	Tolerate Sie trennte die deutsche Bevölkerung. Reject Sie trennte Deutschland.

Qu	Accept	Mark	Notes
06.2	Sie besuchte(n) Forstfeld/(einen Stadtteil von) Kassel. / Sie kam(en) in den Westen/in die BRD. / Sie wurden von Wessis empfangen.	1	Reject: Sie überquerten die Grenze/Mauer.

Qu	Accept	Mark	Notes
06.3	Sie gaben ihnen (heiße) Getränke und (belegte) Brötchen. / Sie begrüßten sie mit etwas zu essen und trinken.	1	Reject: Sie erwarteten...

Qu	Accept	Mark	Notes
06.4	(Viele) Tränen (der Freude) wurden vergossen. / Die Tränen. / Man weinte.	1	

Qu	Accept	Mark	Notes
06.5	Dass sie Feinde gewesen sein sollten. / Dass sie Feinde (gewesen) waren.	1	Reject wrong pronouns e.g. Ihr sollt... Tolerate Dass sie Feinde sein sollten/sind.

Qu	Accept	Mark	Notes
06.6	Sie besorgte (eine ganze Einkaufstasche voller) Diätartikel (für das Mädchen).	1	Accept Sie kaufte/fand/suchte... Reject Sie gab/bot/schenkte... Tolerate Er... for Sie...

Qu	Accept	Mark	Notes

06.7	Weil das Mädchen/sie keine Süßigkeiten/Schokolade essen durfte/konnte. / Weil sie Diabetikerin/zuckerkrank war.	1	Accept Um sie dem Mädchen zu geben. Tolerate ...essen sollte.
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Qu	Accept	Mark	Notes
06.8	Sie hat Kontakt mit einem Kegelklub hergestellt/organisiert. / Sie hat einen Kegelklub kontaktiert.	1	Reject kontakten as verb.

Qu	Accept	Mark	Notes
06.9	Man hatte sich danach geseht. / Man hatte das lange gewollt. (1)	1	Reject wrong pronouns e.g. Wir dürfen uns...
	Die (finanziellen) Probleme waren vorhersehbar. (1)	1	

Qu	Accept	Mark	Notes
07	E M F C H D L G B	9	In this order

Qu	Accept	Mark	Notes
08.1	(von) Heiterkeit / Er macht (Kunden) glücklich/heiter. [idea of happiness or making people happy] (1)	2	Er macht die ausländischen Kunden glücklich = 2 marks
	Das sind die <u>ausländischen</u> Kunden (der Firma). [idea of dealing with foreign clients] (1)		

Qu	Accept	Mark	Notes
08.2	am Ende des Tages / Nach den (anstrengenden) Verhandlungen (des Tages). / Wenn die (anstrengenden) Verhandlungen (des Tages) aufhören.	1	

Qu	Accept	Mark	Notes
08.3	heitere (Geschäfts)abschlüsse / gutes Geschäft [idea of good business/deals]	1	

Qu	Accept	Mark	Notes
08.4	Er war Akademiker. / Wegen seines Status als Akademiker. / Der entscheidende Faktor war (anscheinend) sein Status als Akademiker.	1	Reject wrong pronoun or possessive adjective e.g. mein Status... .

Qu	Accept	Mark	Notes
08.5	Die <u>Kunden</u> kommen aus aller Welt. / Kein Weg ist zu lang für die <u>Kunden</u> .	1	

Qu	Accept	Mark	Notes
08.6	(eine) Gehaltserhöhung / Sie haben ihm eine (zufriedenstellende) Gehaltserhöhung gegeben.	1	

Qu	Accept	Mark	Notes
08.7	Er begann zu zweifeln. / Er liebte seinen Beruf weniger. [idea of him having doubts or loving his work less] (1) Er erschrak (leicht) (als Pachulka-Sbirr in sein Zimmer trat). / Er hatte Angst. (1)	2	

Qu	Accept	Mark	Notes
08.8	Wie das stürmische Meer (seines Heimatlandes).	1	Tolerate stürmisch on its own.

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09	<p>Bullet 1: <u>Ausländerfeindliche Einstellungen haben</u> seit der Flüchtlingskrise <u>zugenommen</u> / <u>Die Zahl der fremdenfeindlichen Aussagen ist 5% höher</u> als im Jahre 2008. (1)</p> <p><u>25% meinen, dass Deutschland eine starke Partei braucht, um die Interessen der Deutschen zu repräsentieren/schützen.</u> (1)</p> <p><u>58,4%/Eine Mehrheit glaubt, dass die Ausübung des Islam eingeschränkt werden sollte.</u> (1)</p>	3	Accept 'rassistische Einstellungen...'
	<p>Bullet 2: Der Rechtsextremismus ist <u>in der ganzen Gesellschaft/in der Mitte der Gesellschaft</u> verbreitet./ Es ist überall. (1)</p> <p>Er ist aber <u>besonders stark unter Leuten mit einem niedrigeren Bildungsniveau.</u> (1)</p>	2	Reject answers that relate to Islam as the people who hold these views are not specified
	<p>Bullet 3: <u>Jugendliche/Sie rebellieren oft gegen</u> die Botschaft von <u>Toleranz / Offenheit</u>, die sie in der Schule erhalten,... (1)</p> <p>...<u>weil sie das für „Gehirnwäsche“ halten.</u> (1)</p>	2	

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AO3 Marks

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1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Guidance on level of accuracy in translations into the target language

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Accuracy

All spellings must be correct, including the use of lower and upper case letters. However in German both 'new' (post-1996) and 'old' spellings will be accepted, eg both *Schiffahrt* and *Schiffahrt*, and 'ss' will be tolerated in any words normally spelt with 'ß'.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

Qu 10	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section, then use the conversion grid to award a total of 10 marks.		
English	Possible German answer	Other acceptable answers	Unacceptable answers
Parents like	Eltern mögen	...gefallen den Eltern	
their children's pictures	die Bilder ihrer Kinder,	die Bilder von ihren Kindern	
because their children	weil ihre [Kinder]		
painted them.	sie gemalt haben.	sie malten.	
Do they count as art?	Gelten sie als Kunst?	Sind sie Kunst? / Ist das Kunst? / Zählen sie als Kunst?	
The answer	Die Antwort		
to that question	auf diese Frage	auf jene Frage Tolerate dieser Frage (genitive)	für diese Frage zu dieser Frage
isn't so simple.	ist (gar) nicht so einfach.		
According to	Nach Ansicht	Nach Meinung / Laut	
the ... artist Joseph Beuys,	des Künstlers [JB]		
German	deutschen		Deutschen
we all have the right	haben wir alle das Recht	dürfen wir alle	
to express ourselves	uns auszudrücken	uns ausdrücken [<i>after a modal verb</i>]	
even if	selbst wenn	auch/sogar wenn	
we can't paint very well.	wir nicht (sehr) gut malen können.		
Every human being	Jeder Mensch		
is different	ist anders	ist verschieden	
and there should ... be	und es sollte ... geben		soll und es sollte ... sein

not ... any fixed rules.	keine festen Regeln.		
But museums cannot	Aber (die) Museen [können] nicht		
exhibit everything.	alles ausstellen.	zeigen	
Perhaps the most important thing is	Das Wichtigste ist vielleicht	die wichtigste Sache	das wichtigste Ding
to come up with an idea	auf eine Idee zu kommen,	eine Idee zu entwickeln/finden,	erfinden
that ... has thought of.	an die ... gedacht hat.	an die ... dachte.	
no one else	kein anderer	niemand sonst/anders	
We are ... living	Wir leben		Wir wohnen
no longer ... in the Middle Ages	nicht mehr im Mittelalter,	nicht länger im Mittelalter,	
when artists were proud	als [Künstler] stolz waren,	wo	wenn
if they could copy	wenn sie ... kopieren konnten.	Tolerate als	könnten
a well known work.	ein bekanntes Werk	berühmtes	

[square brackets denote words that have already been tested: do not penalise twice]

[10 marks]

Conversion grid	
Number of ticks	Mark
28-30	10
25-27	9
22-24	8
19-21	7
16-18	6
13-15	5
10-12	4
7-9	3
4-6	2
1-3	1
0	0

Acceptable quality of English in translations into English

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* mis-spelt as *waight* is acceptable but mis-spelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Example

	Accept	Reject
Dies war bisher ohne die Hilfe von anderen nicht möglich.	<p>Previously that was not possible without the help of others.</p> <p>Up till then it was possible only with the help of others / with other people helping.</p> <p>Previously the help of others was essential for this to take place.</p>	<p>Previously that was not possible without other help.</p> <p>Up till then it was possible with the help of others.</p> <p>Previously it was important for other people to help.</p> <p>Up till then nothing was possible without the help of others.</p>

Qu 11	The table below shows the type of answer that is acceptable for each section of the test. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
German	Possible English answer	Other acceptable answers	Unacceptable answers
Wählen ist in einer Demokratie	Voting is in a democracy		
der Grundstein der politischen Beteiligung	The foundation of political participation	foundation stone of ... basic form of basis of cornerstone of starting point of involvement	ground stone
Hier hat Österreich im Jahr 2007 einen wichtigen Schritt getan	Here in 2007, Austria took an important step	in this (respect)	
als das Alter ... auf 16 Jahre gesenkt wurde	when they / it lowered the age ... to 16	was lowered / reduced	as
in dem man zur Wahl gehen kann	at which one can (go and) vote	at which one can go to the urns / ballot box / election voting (age) could	make a choice
Schließlich dürfen ...heiraten	After all ... can / are allowed to get married	marry	Finally
junge Menschen mit 16 Jahren	young people ... at (the age of) 16		with 16 (years)
und müssen ... entscheiden	and must decide	take / make decisions on /	
über ihre berufliche Zukunft	(about) their future career	their working future / future employment	job future
Als besonders problematisch	particularly problematic		
erschien deutschen Kritikern jedoch	What seemed ... to German critics, however		The German critics seemed problematic with this
dass Jugendliche zu Extrempositionen neigten	was (the fact) that young people tended towards extreme positions	present tense lean towards / favour	
und deshalb eher ... stimmen würden	and would therefore be more likely to vote	would rather would prefer to	
für Parteien mit populistischen Einstellungen.	for parties with populist views.	a populist stance	popular
Das könnte ... führen	That could lead		

zu einer Radikalisierung in der Gesellschaft	to (a) radicalisation in society		
Andererseits behaupteten Befürworter	On the other hand proponents claimed	supporters	
dass die Politiker die Interessen der Jugendlichen besser vertreten würden	that the politicians would better represent young people's interests	the interests of young people	
da man sie ... ernster nehmen würde.	because one / they would take them more seriously	since/as they would be taken with greater seriousness	
als potentielle Wähler	as potential voters		

[10 marks]